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66

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MARCH, 1956

AFT SPEEDS FOR 50,000 MEMBERS

**Four Organizers in Field,
AFL-CIO Contributes Aid,
Membership at Record High**

CHICAGO, Ill.—Fifty thousand members in Nineteen Fifty-six!

This is the Fortieth Anniversary Year goal toward which the American Federation of Teachers is speeding with increasing momentum created by added or-



Miss Parker

ganization activity nationwide, and membership campaigns by Locals.

President Carl J. Megel announced that as of Jan. 1, A. F. of T. membership stood at 46,809, largest in history, and exceeded last year's all-time peak of 46,583. He urged every

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Seventy-Two Locals Now Over Quotas

CHICAGO, Ill.—Seventy-two A. F. of T. Locals are shown by their per capita to have made or exceeded their membership quotas by Feb. 1 of this year. Seven not reported previously are as follows:

Illinois—Will County Federation of Teachers, Local 604; *Michigan*—Van Dyke Federation, Local 892, and Inkster, Local 1068; *Minnesota*—Robbinsdale, Local 872.

Also, *New Jersey*—Woodbridge Township, Local 822; *South Dakota*—Sioux Falls, Local 1099, and *Tennessee*—Carter County Teachers Union, Local 1140.

New Locals chartered included the Stanford Federation of Teachers, Local 1256, with jurisdiction in the Palo Alto-Stanford University area, and the Wellston (Ohio) Federation of Teachers, Local 1257.

Also, the Salem (Mass.) Teachers Union, Local 1258, and the Olean Federation of Teachers, Local 1259, the latter with jurisdiction in the Olean school district, Olean, N.Y.

Plan Three AFT Workshops In East, Mid-West and West

WHAT?
Three Summer Workshops

WHERE and WHEN?
California
Aug. 5-10, 1956
Pennsylvania and Wisconsin
Aug. 12-17, 1956

WHO?
All Loyal and Energetic
AFT Members

WHY?
For Information and Inspiration

HOW?
Through Campus Classes
and Conferences

Confident that the A. F. of T. Summer Workshop will better serve its State and Local Federations were sessions provided in areas other than the middle west, the Executive Council at its December meeting authorized three one-week Workshops

immediately preceding the national convention.

Penn State College and the University of California, Berkeley, have been authorized to set up workshop programs, in addition to that provided by the School for Workers at the University of Wisconsin. With this

Inquiries concerning any of these workshops may be directed to Carl J. Megel, president, A. F. of T., 28 E. Jackson Blvd., Chicago 4, Illinois, or James L. Fitzpatrick, chairman, Workshop Committee, 1214 N. Hawley rd., Milwaukee 8, Wis.

wide geographical distribution, more locals and state federations should be interested in sending members for the fine

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Rating Aim: Break Unions

Charters Two Locals at One Meeting



Two new Locals, the East Iron Range (Minn.) Federation of Teachers, Local 1253, and the Aurora (Minn.) Federation of Teachers, 1255, were presented with their charters by President Carl J. Megel recently at a meeting in Virginia, Minn. In photo, from left: Wilma Christner, president, Hibbing Teachers Federation, Local 669; Michael Fedo, president, Duluth Teachers Association, Local 692; Michael Rukavina, provisional co-chairman of the Aurora Federation; Mr. Megel; Robert Moriarity of Gilbert, president of the East Iron Range Federation; Miss Mary McGough of St. Paul, veteran union leader and member, St. Paul Women's, Local 28; Benhard Niemi, president, International Falls Educational Association, Local 331, and Henry Winkels of St. Paul, executive secretary, Minnesota State Federation of Teachers.

Federal School Aid Delayed By Controversy and Politics

American Teacher Special Correspondence

America's children again need your help. Read this story of how Federal Aid for Education has been stalled in Congress. Then wire or write your senator and representative, urging action on an adequate school construction bill. Ask your state and local labor organizations to also do so.

WASHINGTON, D. C.—Welfare of America's children was submerged under a deluge of controversy and bickering in the current Congress during its first six weeks in which it flunked the test of action on the nation's school crisis.

School construction legislation, taken up with optimism

after a two-to-one mandate for it from the White House Conference on Education, has been floundering on the reefs of election year politics and the highly charged issue of segregated schools.

When the 84th Congress opened its second session in January, House Speaker Sam Ray-

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By Mary R. Wheeler*

OAK PARK, Ill.—Merit rating which, among other things is a device to break teachers' unions, is being revived and made an issue in the suburban areas around Chicago as well as in other parts of the country.

The outward and underground reasons for the revival of this previously tested and found wanting policy of fixing salaries irregularly, in place of the purely objective salary schedule based on training and experience, are numerous.

For example, the administrator who would use "economy" as a self-serving but school-wise undesirable weapon, would have the public ask: Is every teacher attaining, say, \$7,500 on the schedule, worth this amount of salary. He continues: "Should not only the *superior* teacher be paid the \$7,500?"

This was the position taken by Paul Misner, president-elect

*Past vice-president, American Federation of Teachers, and past-president, West Suburban Teachers Union, Local 571, and Illinois State Federation of Teachers.

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E. St. Louis Teacher Backed By AFT Reinstated by Court

E. ST. LOUIS, Ill.—Thomas J. Fagen, 52, teacher-principal and A. F. of T. member, fired by the Fireworks Station School Board two years ago on what were proven to be false charges including those of incompetency and immoral behavior, has been reinstated in his job and awarded back pay of \$10,730.00, following exoneration by the courts.

Order for Fagen's reinstatement was issued under the Illinois Teachers Tenure act by Judge William C. Juergens, of the Circuit Court of St. Clair County, after a review of the case.

Fagen was the first Negro to be defended under grants from the American Federation of Teachers defense fund. He was also aided financially by the Illinois State Federation of Teachers and District 182 Federation of Teachers, Local 1214, of which he was a member.

The case was carried to its successful conclusion by attorneys Harold G. Baker and John M. Ferguson of East St. Louis, who appealed it to the Circuit Court under the Administrative Review act of the state.

The court ruled that Fagen's

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Federal Aid Stalled

(From Page 1)

burn (D.-Tex.) predicted that the school bill would get to the floor for a vote in ten days.

Stalled By Opponents

The bill then moved at a snail's pace, stalled by opponents of federal aid and political maneuvering.

In addition, Senate hearings on the \$1 billion two-year Hill bill and the Administration's \$1.25 billion five-year program were delayed pending final House action on the Kelley bill. The latter calls for \$1.6 billion in federal grants over a four-year period.

The battle lines on school aid emerged as the House Rules Committee—accused by one of its own members of conscious stalling—discussed rule to govern floor debate on the Kelley bill. The Education Committee had reported out this measure by a 21-9 vote last year.

The broad political picture is this: Both parties will claim credit in the fall elections if school construction legislation is passed; if it is torpedoed, blame (Republicans hope) could be pinned on the Democratic-controlled Congress.

The legislative prospects, however, are complicated by the effect and form of a program aimed at wiping out the deficit of over 350,000 classrooms.

Amendments in Controversy

Two chief amendments were aimed at the Kelley bill and may have counterparts in the Senate: Removal of a prevailing wage provision and addition of a provision to deny federal funds to segregated school systems.

Added to those who oppose federal aid of any kind are an increasing number of Southerners who fear that authority exists in the Executive Branch to deny funds to states or districts maintaining segregated schools in defiance of the Supreme Court decisions.

This is how they talk:

Chairman Graham A. Barden (D.-N.C.) of the House Education Committee told the rules committee he wants "social and labor reforms" kept out of a school bill.

Barden voted against the Kelley bill in his own committee and plans an amendment to knock out the Davis-Bacon act. This requires prevailing wage standards on federally aided projects to prevent undermining of union pay scales and unfair competition between contractors bidding for work.

Committee Wrecking Crew

Chairman Howard Smith (D.-Va.) and Rules Committee Members William M. Colmer (D.-Miss.), Lee E. Allen (R.-Ill.), Clarence Brown (R.-O.), Harris Ellsworth (R.-Ore.) and Henry J. Latham (R.-N.Y.) make up half of this powerful committee. All six have voted against a minimum wage increase, public housing and Point Four and supported Taft-Hartley.

They raked over congressmen testifying in support of the Kelley bill and succeeded in getting two of them to say they would not come back to ask for federal aid for teachers' salaries if only the construction bill could be passed.

Mississippi Colmer said he

thought funds could be denied to Southern states and they would get nothing out of a school bill "because they have made up their minds—this is not debatable—they are not going to have integration in their schools."

Powell Amendment Fight

This point is the second major change aimed at the school bill—an amendment of Rep. Adam Clayton Powell (D.-N.Y.) to deny funds to districts or states defying the Supreme Court rulings.

This was the issue which lent itself to politics.

Before and after President Eisenhower told a press conference he was against the Powell amendment if it meant defeat of a school bill, House Republican Leader Joseph Martin (Mass.) said such an amendment could pass the House.

Co-Director Robert Oliver of the A. F. of L.-C.I.O. Legislative department charged Martin with "playing politics" with the issue.

The apparent GOP aim was to split open the Democratic party. This boomeranged to the extent that the Eisenhower Administration was put under repeated demands to state whether it had and would use administrative authority to withhold funds from segregated school systems.

Urge Eisenhower Clarify

Rep. Richard Bolling (D.-Mo.), a member of the Rules Committee, told the American Teacher it was "clear as a bell" that it was Mr. Eisenhower's responsibility to clear up the issue. Bolling called this the test of the administration's good faith.

Powell himself offered to withdraw his amendment if Mr. Eisenhower would make a "clear" policy statement that he had authority to withhold funds.

The A. F. of L.-C.I.O., on advice of its legal counsel that the Powell amendment is unnecessary in view of court rulings, has been lobbying vigorously for a school aid bill.

Political and labor observers seem agreed that, if the Administration remains silent and the so-called anti-segregation or "law and order" amendment confronts the Senate, the school legislation will be filibustered to death. It would take 64 senators to end the filibuster.

Could Break Filibuster

But Clarence Mitchell, director of the Washington chapter of the National Association for the Advancement of Colored People, told the American Teacher he thought such a filibuster "could be broken."

He based his feeling on the fact that the Powell amendment has been modified to allow much of the South to share in federal funds. At A. F. of L.-C.I.O. urging, the amendment was changed to allow districts as well as states to qualify for aid and funds also will be held in escrow for states and districts until they decide to act toward integration.

One labor observer agreed with Mitchell, offering the opinion that a Southern filibuster could not succeed against a continuous Senate session, the glare of nationwide publicity and a climate of national opinion which demands quick action on

effort to do so, and those that have, to "keep on going."

For 50,000 Members

(From Page 1)

A. F. of T. member to secure a new member in the next 60 days.

The American Federation of Labor-Congress of Industrial Organizations threw its force behind the A. F. of T. organization effort, with a subsidy of \$1,517 per month for the purpose. Notice of a renewal of the financial assistance contributed by the A. F. of L. since August was received from A. F. of L.-C.I.O. President George Meany.

For the first time, the American Federation of Teachers has four full-time organizers in the field, each covering a different area of the country.

Two New Organizers

Two just employed are Sally Parker of Boston, for Massachusetts, Maine, Vermont, and New Hampshire, and Henry T.

Becker of New Haven, Conn., for Connecticut, Rhode Island and New York.

Miss Parker was formerly with the Education department of the American Federation of Labor, and a graduate of Boston University College of Liberal Arts.

In 1952, she did work at Roosevelt university under a Ford Foundation grant administered by the Inter-University Education committee, and spent 1954-55 in Great Britain studying trade union education under a Senior Fulbright scholarship. She is a member of Workers Education Local 189.

Becker has a long background of labor organization and education work, and was highly recommended by the Connecticut Federation of Labor. He is a veteran of political action, legislative and other labor programs.

The two other organizers are Peter J. Bockstahler of Chicago, for the mid-west, and Henry L. Clarke of Los Angeles, for the Pacific Coast.

Urge Locals Make Quotas

Megel urged Locals not having yet reached their membership quotas to make a concerted

Membership literature available from the American Federation of Teachers is listed on the back cover of the February issue of *The American Teacher* magazine.

ship means to them, a total of 100,000, then 200,000 is to be anticipated."

The organization program is being directed by an organization committee of which F. Earl McGinnes, Jr., of Wilmington, Del., is chairman, and the following are members: James L. Fitzpatrick of Milwaukee, Turner H. Trimble of Chicago, William P. Swan of Gary, and Megel. McGinnes, Fitzpatrick, Trimble and Swan are A. F. of T. vice-presidents.

Three Workshops

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informational and inspirational courses that will be provided.

Costs Cut To Half

Another attractive feature for many individuals, locals, and state federations is that the cost in time and money will be only half as great as last year, because the sessions will be only one week instead of the two that has been customary in the past. The Pennsylvania and Wisconsin workshops will run simultaneously during the week prior to the convention—Sunday, Aug. 12 through Friday, Aug. 17. The California workshop will be from Sunday, Aug. 5 through Friday, Aug. 10.

Joseph Rayback, president of Penn State Chapter, Local 500, and Anthony Luchek are setting up the program for the workshop at Penn State College for the Eastern area. Henry Clarke, A. F. of T. organizer for the West Coast, is helping to arrange the program in California. As in years past, Robert

W. Ozanne, director of the School for Workers at the University of Wisconsin, will arrange the program for the Middle West.

Labor problems and labor history, together with informal discussions of teacher union problems and issues in education, will be features of the program in all three workshops. These will be taught or conducted by authorities in the labor field and A. F. of T. officers and leaders. Other stimulating courses will also be arranged.

Fortieth Year Program

More definite announcements of specific courses at the respective workshops will be made in the April issue of *The American Teacher* magazine and the May issue of the *American Teacher* newspaper.

"In the meantime," James L. Fitzpatrick, chairman of the Summer Workshop committee of the Executive Council urged, "start making plans to attend this worthwhile project provided by the national organization and share stimulating experiences with teachers from other Locals. Teachers in the past have been well-rewarded; you will be, too."

"Every local of any size and every state federation, the Executive Council believes, should sponsor at least one person at one of these workshops," he added. "As part of our dynamic program for our 40th year, all federations should make plans early to support the workshop and should designate representatives as early as possible."



Mr. Becker

Becker of New Haven, Conn., for Connecticut, Rhode Island and New York.

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DETROIT, Mich.—As a result of pressure by the Detroit Federation of Teachers, Local 231, the school board has taken action favorable to teachers of this city on two issues, time off for religious holidays, and application of the Fair Employment Practices Act.

The board agreed to expand sick leave allowances to include the absence of teachers for religious observances occurring during the school year.

Mary E. Kastead, the Federation's executive secretary, said this decision was a victory for the union, as first requests to obtain such leave was made eight years ago by its then president, Frances Comfort.

Other Organizations Helped

Success was achieved with the cooperation of Detroit's Council of Churches and the Jewish Community Council, whose representatives made a formal plea to the school board on behalf of the teachers.

The board also agreed to accept as its practice and policy, the rules of the Fair Employment Practices Act, recently adopted by the state legislature. For many years, Mrs. Kastead declared, Local 231 had protested unfair procedures used by the school board in its employment of teachers, with particular discrimination shown against highly qualified Negro teachers.

Provides for Review

"The teacher union invoked the assistance of community groups interested in FEP legislation to help stimulate board support for a new policy of hiring and assigning teachers. The

favorable action now taken makes it possible to explore reasons why teachers are rejected, and if they are dissatisfied, the matter can be referred to the Fair Employment Practices Commission for further review."

Acts For Retarded

DETROIT, Mich.—Detroit Federation of Teachers, Local 231, wants some quick action to relieve the "emergency situation" involving the mentally retarded children of this city.

The union has asked the board of education to reduce the size of classes to a limit of 18 per teacher and establish a differential pay of \$500 per year commensurate with the additional training and skill needed to teach mentally retarded and ungraded children.

At a recent school board meeting, the Federation, whose president is Mrs. Antonia Kolar, stressed the following points:

The state legislature has doubled appropriations for the extension of educational programs for children in the retarded category, so that money is available.

In addition to crowded classes, there is a waiting list of between 790 to 1,000 children requiring specialized attention.

Mrs. Kastead said that mentally retarded classes now comprise 22 to 26 children.



Mrs. Kolar

Chicago, I., Lifts Pay Floor To \$4,000 With \$7,750 Top

By John M. Fewkes*

CHICAGO, Ill.—Public school teachers in Chicago have received significant increases in their salaries during recent years, until presently the schedule is from \$4,000 to \$6,250 in 10 steps for those with Bachelor's degrees, stepped up in three additional lanes to \$4,750 to \$7,750 in 13 steps for those with Doctor's degrees.

The gains have been made possible by hard and conscientious work on the part of Chicago Teachers Union, Local 1, and labor and civic groups which the union has been instrumental in rallying to the cause of public education.

A well-planned and carried out program of public relations and publicity has simultaneously resulted in the passage of legislation increasing state funds and the local property tax for education.

Slice Under Other Cities

Press reports of a survey published by a Chicago taxpayers' group state that Chicago teachers earn more than most teachers in 17 other cities of more than 500,000 population. However, there are many places of less than 500,000 population—for instance, in New York, New Jersey and California—which are paying more than the Chicago salary range.

At present, less than 100 Chicago teachers qualify for the \$7,750 maximum which requires a Doctor's degree. For most Chicago teachers, therefore, the maximum for 36 hours beyond the Master's degree which is \$7,250 is more nearly the true maximum. The maximums, however, are increased by \$250 a year for teachers with 30 years of Chicago service.

Year by Year Increase

How Chicago Teachers' salaries have been increased since 1953 is shown by a year by year comparison. In 1953, the salary schedule was:

Elementary, 5-hr. day, \$3,000-\$4,910

High School, 6-hr. day, \$3,660-\$5,890

In 1954, a three lane schedule was established as follows:

Lane	Degree	Salary	Steps
1	BA	\$3,500-\$6,000	10
2	MA	4,000- 6,500	11
3	MA plus	4,250- 7,000	12
	36 hrs.		
4	College	4,750- 7,750	13
	Teachers with PhD		

All elementary teachers were required to work 6 hours a day, as compared with the previous 5 hours, and were placed in Lane

*President, Chicago Teachers Union, Local 1.



Mr. Fewkes

1, but those with degrees beyond the BA were given \$100 a year toward further adjustment on Lane 2. Similarly, all high school teachers were placed on Lane 2, but those with 36 hours beyond a Master's or more were given \$100 toward further adjustment on Lane 3. All college teachers were placed in Lane 3.

The 1955 Increase

The Chicago Teachers Union continued to press toward professional salaries. As of September, 1955, the three lane schedule became:

Lane	Degree	Salary	Steps
1	BA	\$3,750-\$6,000	10
2	MA	4,000- 6,500	11
3	MA plus	4,250- 7,000	12
	36 hrs.		
4	College	4,750- 7,750	13
	Teachers with PhD		

The above maximums were increased by \$250 for all teachers with 30 years of service in Chicago. The Chicago Teachers Union continued to urge an increased maximum for all teachers, for Lane 4 placement for all eligible teachers—not only those in the colleges—and for corrections of other inequities.

BA Minimum Now \$4,000

As of January, 1956, new increases were put into effect. The salary schedule adopted was as follows, with the maximum being increased by \$250 for all teachers with 30 years of service:

Lane	Degree	Salary	Steps
1	BA	\$3,500-\$5,650	10
2	MA	3,650- 6,150	11
3	MA plus	3,900- 6,650	12
	36 hrs.		
4	PhD	4,750- 7,750	13

All elementary teachers were required to work 6 hours a day, as compared with the previous 5 hours, and were placed in Lane

*President, Chicago Teachers Union, Local 1.

Name Megel, Elder, Connors To Labor Education Group

WASHINGTON, D. C.—Carl J. Megel of Chicago, president, and Arthur A. Elder of New York City, chairman of the Commission on Educational Reconstruction and past vice-president of the American Federation of Teachers, have been named members of the A. F. of L.-C.I.O. Education committee.

Members of the important united labor committee were appointed recently by A. F. of L.-C.I.O. president George Meany, with George M. Harrison of Cincinnati, president of the International Brotherhood of Rail-

way Clerks, as chairman.

Other members include John D. Connors of Washington, D. C., past A. F. of T. vice-president, and recently appointed director of the A. F. of L.-C.I.O. department of education after holding the same post in the A. F. of L. for several years.

Connors is currently an A. F. of T. member and formerly a Boston public school teacher. Elder is past-president of the Michigan Federation of Teachers and currently A. F. of L.-C.I.O. tax consultant as well as an authority on school taxation.

The Chicago Teachers Union intends to continue its fight for a minimum salary of at least \$4,400 and for a maximum salary of at least \$8,600. Until salaries are increased sufficiently to compete with industry for the services of college graduates, we will continue to have a shortage of competent, well trained people, especially men, in the Chicago public school system.

Seeks State Tax Reform

The School Finance and Taxation committee of the Union is presently carrying on an exhaustive study of local, state and federal taxes with the intent and purpose of spearheading tax reform in the state of Illinois. Increases in school costs cannot be met unless new sources of revenue are found very soon.

Amsterdam Local Sets Up Discipline and Scholarship

AMSTERDAM, N. Y.—Two forward looking projects have been put in motion by the Amsterdam Federation of Teachers, Local 1150.

Stanley Litwa, president, announced that it has submitted a policy on discipline to the school superintendent and board of education, based on a survey in which 150 teachers participated.

And the Local has established a \$100 scholarship award to be given next fall to the needy high school senior who chooses science as his college major. This award was financed by a benefit movie show.

The program on discipline is the result of 18 months of work

and study by a committee consisting of James Walker, chairman, Litwa, Mrs. Rosalyn Murphy, Mrs. Margaret Reid and Mrs. Dorothy Waterstreet.

In addition to general recommendations for handling disciplinary situations, the rights and obligations of teacher and administrator are defined, as well as examples of major and minor infractions of rules.

Among the suggestions made are that pupils and parents be informed of what constitutes an acceptable code of behavior; that teachers have the right to forcibly restrain a student who flagrantly misbehaves, and insist on his suspension or expulsion if he becomes physically threatening; and that school administrators accept all discipline cases beyond the capacity of the teacher to handle.

Michigan Votes Social Security

DETROIT, Mich.—Michigan teachers are now getting Social Security coverage as a result of a referendum vote which showed that more than 87 per cent of school employees favor it.

Following Congressional amendment of the Federal Security Act to give coverage to public employees, state enabling legislation was passed and the matter presented in referendum form to Michigan school board employees.

Beginning April 1, five per cent of the total salaries of school employees is to be deducted. Actual coverage goes back to January 1, 1955, although this requires no retroactive payments by the employees.



Mrs. Knowles

full salary to be paid during illness, with greater coverage after 10 years of service.

The improved schedule was reported by the union's Personnel Practices committee, consisting of Evelyn Knowles, chairman, Eliot Birnbaum, Hastings Bricker, Mildred Cate and Dorothy Moore. It was aided by two surveys—one, of sick leave plans in 46 selected cities nationwide, and the other, of 62 cities in New York state. Major provisions of the new plan follow:

Twelve Days Per Year

Twelve teaching days at teacher's current salary rate granted each school year, the current rate being that to which the teacher is entitled on September 1; accumulation of sick leave up to 120 days, plus one day for each year of full-time service beyond 10 years of teaching in local schools; service-connected disabilities' expenses to be allowed upon writing to and getting school board's approval, but such days lost not to be deducted from sick leave.

Four teaching days to be granted because of critical illness or death of parent, sister, brother, husband, wife or child; one teaching day for funeral of grandparent, grandchild, aunt, uncle, niece or nephew, provided current year's allowance hasn't been used up.

AFT 'Veep' Warns Fight Is For Souls, Minds of Men

BALBOA, C. Z.—Armaments, atomic bombs and other weapons of destruction will not preserve our democratic way of life because the fight today is for the

anniversary dinner of the Balboa Federation of Teachers, Local 227, and the Atlantic Teachers Union, Local 228, declared that the only weapons to win the struggle are respect for the dignity of man, understanding of world cultures, and justice for all mankind.

Swan urged teachers to use the influence, power and prestige of the American Federation of Teachers to make our schools democratic in fact, and to demand a curriculum designed to make critical and analytical thinkers of American youth.

George O. Lee and Roger W. Collinge, charter members of the Balboa Federation, and Roger C. Hackett and Kenneth Vinton, charter members of the Atlantic Union, were presented with service awards by Swan, on behalf of the American Federation of Teachers.

More than 300 persons attended the dinner, including teachers and distinguished citizens and labor leaders of the Zone. E. W. Hatchett is president of Local 227, and Carl F. Maedl heads Local 228, with headquarters in Cristobal.



Mr. Swan

souls and minds of men, an A. F. of T. vice-president told union teachers here.

William P. Swan of Gary, Ind., principal speaker at the 25th

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Voice From an Ivory Tower

By Marie L. Caylor

Ordinarily, the American Teacher and its publisher, the American Federation of Teachers, pay little attention to organizations that elect to oppose us or try to alienate teachers from the A. F. of T. for purposes of their own.

When one starts worrying about opponents who have axes to grind, one is usually in a position of wasting time that could well be spent to advance his own business.

We do think, however, that statements recently made by John Lester Buford of Mount Vernon, Ill., president of the National Education Association, in Boise, Idaho, against teachers' unions, might well be looked into.

Mr. Buford obviously qualified himself as an expert on teachers' unions by his office, as a superintendent of schools in a city where there is no union, and with the time-honored formula of one who was a long way from home.

Speaking in a state where teachers' salaries are notoriously low, and A. F. of T. affiliates are getting a start, Mr. Buford was quoted in the Daily Statesman as saying teachers joining organizations affiliated with organized labor as follows:

"I feel sure that because as teachers we are commissioned to teach all children of all people and our responsibility is to a total society, that if our profession ever lines up with one segment of society and takes its orders from that segment, no matter what segment it may be, something very precious will have been lost in America."

Mr. Buford did not say what "this something very precious" might be, nor did he cite how he thought such professions as journalists, actors and musicians had lost rather than greatly improving their status, and their public services as they have done, by organizing themselves into unions.

All in all, what Mr. Buford didn't say is far more significant than what he said. What he didn't say is what his administrator controlled organization can not do, or is not doing to advance the welfare of the classroom teachers of the country.

Rather, his thinking which is largely the thinking of the National Education Association, sprung from the viewpoint of school management and the teacher employers. The fact that he would split public against labor, speaks for itself.

Nevertheless, the National Education Association would have the public believe that it speaks for classroom teachers. Few teachers need do more than compare the objectives of the N.E.A. and the American Federation of Teachers, to learn if this is true, and a brief resume of the A. F. of T.'s action program creates its own comparison.

The American Federation of Teachers, with the active support of the A. F. of L.-C. I. O.'s 15 million

members is working for a starting salary of \$5,000 reaching \$9,000 in eight annual increments for every teacher, and an additional spread up to \$500 for training above the Bachelor's degree.

Its action program includes work in the states for tenure laws to protect teachers from being discharged without proven cause after reasonable probation.

Also, elimination of overcrowded classrooms, excessive class interruptions, use of students as teacher substitutes, and special duties and meetings during lunch periods.

Organizations in which school administrators hold the key offices are obviously and understandably not too much in evidence when a teachers' union goes to bat for adequate, accumulative sick leave pay, hospitalization and medical insurance paid for from school funds, severance pay, and so on.

Locals of the "company union" insist on sitting in on salary and bargaining negotiations, but "function" mostly as observers, while their members enjoy the hard-won gains of the unions at whom Mr. Buford looks askance.

So far, the voice of the American Federation of Teachers is the only one raised publicly and audibly against the attempt by some school administrators (all members in good standing of the N.E.A.) to resurrect the mis-named and harmful merit rating system.

We could go on, but why? These brief, simple facts seem to us to leave Mr. Buford pretty much in an ivory tower without too many windows.

A New Low in Snobbery

By Allen Steriu*

It is most complimentary that the worst that has been said of the American Federation of Teachers by its detractors is to imply that it is not a *professional organization*. If the goals and record of an organization mean anything, which we feel they do, such a charge is baseless. But whether or not the A. F. of T. accommodates its critics by haggling over what a word really means, or what a group construes it to mean, is unimportant. What is important is the undemocratic attitude of superiority that is implicit in the petty insistence upon a mere term. The teaching profession will not stand or fall as a result of whether one organization prefers to call it a *craft* rather than a *profession*.

What is important is the damage we do the calling and the cause of education by an unworthy wrangle over a matter of semantics. A concrete result of this is the slur which has been cast on every member of the American Federation of Labor. The smug implication that it is *unprofessional* to join a union tends to suggest a classification of workers in this country that would show some to be of the elite and others of a meaner degree. This is not only outrageously undemocratic, but it is intellectual snobbery in one of its most repugnant forms.

Thanks to the good-natured common sense of America's working people, they will not allow this attitude to color their thinking or stint their efforts when educational interests seek their support on matters of concern to the education of their children. Union workers recognize this line for what it is—an illusion of our non-union colleagues who depend so desperately on the word *professional* to compensate for all of the rights and privileges their *professional* groups have still been unable to gain for them.

*Member, Pima County (Ariz.) Teachers Union, Local 1238, in the Arizona Union Teacher.

Union Dues Pay 1,000 Pct.

An Industrial Survey

Some significant findings on unions were released in a survey made by the National Industrial Conference Board, a leading business research organization.

The study was made with the cooperation of nearly all of the 194 national and international unions examined.

One highlight of the report showed that the dues payment of union members on the whole average \$26.14 a year. This alone demonstrated how well unionism pays, since wage increases negotiated by unions over the past year averaged almost \$300 per employee, over 10 times the dues figure. *That's a "dividend" of 1,000 per cent on the dues investment.*

The survey also found that most unions require votes by members before strikes can be called. Also, nearly all are freely open to every worker in a particular craft or industry, regardless of race, creed or color.—From *The Federation News*, publication of the Chicago Federation of Labor.

The President's Column

By Carl J. Megel

PRESIDENT EISENHOWER'S PROPOSAL for Federal Aid to Education was a disappointment because his recommendations were totally inadequate.

Speaking at the anniversary dinner of the Hibbing, Minnesota Teachers Federation, we pointed out that the minimum need is 350,000 classrooms which include 101,000 to eliminate double shift classes; 185,000 to replace obsolete buildings; and 64,000 for incoming enrollment. We cited the statement of Health, Education and Welfare Secretary Marion Folsom that the Eisenhower proposals, if enacted into law, would provide 60,000 new classrooms.

President Eisenhower's proposal made mention of the fact that good teaching is essential, but made no recommendation whatever to provide revenue for increasing teachers' salaries.

The soundness of our position is being recognized by responsible education and labor leaders. President George Meany denounced the Eisenhower program as seriously inadequate and said:

"Instead of only \$250,000,000 a year in Federal funds for school construction in the next five years, the government should commit itself to at least \$1,000,000,000 a year for both building programs and higher pay for teachers."

It is encouraging that both the Meany statement, and my Hibbing statement, which was released through our publicity department, were published in practically every metropolitan paper across the nation. This is a clear indication that the American people are gravely concerned about their schools. It falls to us, the organized teachers, to continue our militant leadership and to mobilize the massive, inert public support for our schools into the kind of action which will attain the desired results.

EDUCATION NEEDS GOLD—NOT GIMMICKS: Our leadership is so essential if we are to lead the great mass of the American people through the fog and confusion created by the small minority which is opposed not to education, but to providing additional funds for building schools and paying better salaries to teachers. We need to know some of these gimmicks so that the radiant heat of intelligent facts, like the morning sun, dispels the fog of the following illusive panacea:

TEACHER AIDES: Teacher aides are a part of the mass production education idea. They developed out of the suggestion that with a teacher aide employed at half price to do the menial jobs in a classroom, the teacher could just as easily teach 50 instead of 30 boys and girls. Certainly teachers should be relieved of all of the clerical activities, but certainly we must critically evaluate the teacher aide plan. In various parts of the country, various school board members have asked me, *"How can we get teachers at half price?"*

MERIT-RATING: This discredited device has been resurrected after a campaign which began by the statement "raise teachers salaries and save money." This statement was issued by a professor in one of our Western universities, whereupon he proceeded to show that you could raise the salary of a few teachers, but that the majority would be below the present median—which would save money for the school district.

UNQUALIFIED TEACHERS: All over America hundreds of thousands of temporary certificates have been issued to persons who were then permitted to enter a classroom and to teach, even though they could not meet the minimum standards which we and others interested in good education laboriously set up over a long period of time. These unqualified people in many cases are receiving salaries equal to, and in some instances, above, properly qualified teachers.

SIX-HOUR DAY: Now comes a new gimmick! A school board in central Indiana is attempting to require each teacher to teach six classes a day in September, 1956. We in the American Federation of Teachers have worked long and hard to establish as a standard working day for teachers a five-hour class period day. By every educational standard, a teacher's efficiency cannot be maintained beyond five teaching periods per day.

Gimmicks will not cure our educational ills. Coming to grips with our problems in a straightforward and honest fashion is essential and necessary. As Teachers we cannot continue to sit meekly and wait until we are asked to voice our school needs. We must point the way with a full realization of our destiny, so that the nation and the nation's children may receive from us the services to which they are entitled."

Delaware, Local 762, Drives For Collective Bargaining

WILMINGTON, Del. — The Federation of Delaware Teachers, Local 762, has started a drive to obtain collective bargaining recognition from its school board, and at the same time give classroom teachers here greater awareness of its benefits.

F. Earl McGinnes, Jr., Federation president, said that already accomplished is the pledged support of the Wilmington Central Labor Union and the Delaware State Federation of Labor. Two more steps, McGinnes pointed out, are:

- 1) To obtain the positive support of the more than 60 unions throughout the state, and
- 2) To obtain signatures of 200 teachers on an agreement which will authorize the Local to be their spokesman in collective bargaining with the school board.

Underpaid by \$1,000

In a bulletin to all Wilmington teachers, the Federation stressed that they are underpaid by more than \$1,000 a year. The bulletin continued:



Mr. McGinnes

"We believe the board of education has failed the children and teachers during the last six years by failing to use the money available for fair, equitable salaries . . . and that this can be corrected only when the teachers secure collective bargaining rights.

"It is time to recognize that Delawareans have the highest per capita income in the nation and generally the lowest taxes. . . . The Wilmington board of education can raise an additional \$900,000 without asking the city council, or a referendum. A \$1,000 raise for all teachers would cost the board about \$600,000."

Time for Bargaining

The Federation's bulletin concluded: "Past history has shown there will be no improvement if teachers do not take united action. The board has ignored your teachers' organizations for years. It is time for collective bargaining."

Defends Bargaining

ITHACA, N. Y.—Collective bargaining has always been basically moderate and businesslike, but its true nature and function has been overshadowed by the turbulence frequently associated with it.

So says Prof. Vernon H. Jensen of the New York State

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School of Industrial and Labor Relations at Cornell University.

Writing in a recent issue of the Industrial and Labor Relations Review, Prof. Jensen points out that in contrast to the idea that the early years of union-employer relations in the U. S. were characterized by intense conflict, the development of collective bargaining was really a "moderate conservative process."

Prof. Jensen feels that "institutionally, collective bargaining is completely compatible with the other institutions of a capitalistic or enterprise system."

Local Labor Council Gets Right Answer

EUREKA, Calif. — Teachers may join the Humboldt Federation of Teachers, Local 1203, without fear of retaliation from the board of education.

This statement resulted from a letter sent by the Humboldt Central Labor Council, asking the board to declare its policy on the subject. The Council wrote there were rumors that teachers joining the union would face discrimination and jeopardize their chances of advancement.

Not so, answered the board. And Vas Arnautoff, president of Local 1203, says, step right up, teachers, and get your union card.



Mr. Arnautoff

Be Nimble! Be Quick! If You Want Seat on AFT Tour Plane

CHICAGO, Ill.—Special meetings with international leaders in education and labor will be included in the program of the American Federation of Teachers European summer tour which is open to A. F. of T. members and their families.

The participants in the tour will leave from New York City for London in a chartered plane June 17, and return to New York from Amsterdam, Aug. 12, after travel through ten European countries.

Additional plans for the trip were announced by Richard J. Brett of Waukegan, Ill., and Miss Hazel Griege of Gary, Ind., co-chairmen of the A. F. of T.'s International Relations committee.

Meetings Scheduled

The meetings with the education and labor leaders were being arranged at press time. Completed plans included sessions with W. F. H. Laret, president of the International Federation of (grade school) Teachers Association in Amsterdam, and with Maurice Van de Moortel, secretary-general of the International Federation of Free Teachers Unions, and Omar Becu, president of the International Confederation of Free Trade Unions, with which the A. F. of T. is affiliated, in Brussels.

Also with A. V. S. Hutchings, secretary-general of the International Federation of Secondary Teachers in London, and Robert Michel, secretary-general of the International Federation of Teachers' Associations, in Geneva.

Arrangements for meeting with a member of Parliament in

Brochures explaining the A. F. of T. summer tour programs in detail, and listing the complete itineraries, are available from the Study Tour Division, American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Illinois. Reservations will be held upon payment of a \$200 deposit which is refundable in full until May 1.

London and officials of UNESCO in Paris and the International Labor Organization in Geneva are being completed, Mr. Brett said. Special meetings in several other cities will be added later.

Three Tours Available

Three tour plans are available to A. F. of T. members and their families.

Tour A, which is a complete tour of 57 days in ten countries, will include the special meetings with education and labor leaders. It will visit England, Scotland, France, Switzerland, Italy, Austria, Germany, Luxembourg, Belgium and Holland. The total cost, including air transportation, is \$977.

Tours B and C are especially planned for those members who wish to arrange for most of their travel independently. **Tour B** includes air transportation to London and return plus four days in London. **Tour C** includes transportation in the A. F. of T.'s chartered plane to Amsterdam and return plus four days in Amsterdam. The total cost for either tour, including all expenses during the four days in London or Amsterdam, is \$395.

A number of A. F. of T. members have already made reservations for each of the three tours; however, space is still available. Interested persons are urged to make their reservations as soon as possible while space in all three tours remains.

representatives regarding the Illinois loyalty oath for teachers, in which the Union:

1) Advises teachers to comply with the law and sign the oath;

2) Feels that it is the right of any individual who desires to do so, to accompany the signed oath with a letter of protest;

3) Asserts that refusal to sign the oath on the part of an individual should not, necessarily, be taken as proof that the individual is guilty of subversion, and

4) Recalls that it opposed the passage of the law and states it will work for its repeal.

Local 1 Urges Repeal

CHICAGO, Ill.—The Chicago Teachers Union, Local 1, has issued the following statement of policy adopted by its house of

Teachers Unions Back Test, Urge Repeal of Loyalty Oath

OAK PARK, Ill.—Union teachers in the northern and western suburbs of Chicago are taking a militant stand against a state loyalty test oath for teachers enacted by the last legislature and which denies salary payments to teachers refusing to sign.

West Suburban Teachers Union, Local 571, of which Loren C. Spires is president, passed a resolution to "give moral and financial support when requested" to two pending Chicago cases testing the constitutionality of the law.

The cases are those of Mrs. Shirley Lens and Mrs. Sara Pickus, Chicago teachers who refused to sign the oath but are continuing to teach without pay

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while the American Civil Liberties Union is pressing the tests in circuit court.

Meanwhile the Illinois State Federation of Teachers which along with its Locals opposed enactment of the law devotes two columns in its publication, "The Illinois Union Teacher," to reasons for its repeal.

Local 1 Urges Repeal

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New York Guild Opposes Use of Mothers as Teachers

NEW YORK, N. Y.—New York Teachers Guild, Local 2, has promptly opposed a recent proposal by the school board that the teacher shortage be alleviated by using mothers without experience in junior high school teaching.

Deploring the lowering of teaching standards involved in such a proposal, the Junior High School Committee of the Guild, whose president is Charles Cogen, issued the following statement:

"The board of education's pro-

posal to use mothers without experience in junior high school teaching and without proper preparation, is short-sighted and a dangerous invitation to worsen conditions in that already harassed division.

"The junior high school pupil age group is perhaps the most difficult to handle and much of the delinquency in the city is common to this division. The need is not for more untrained teachers, but to provide the means by which we can retain experienced ones."

COPE, New Labor Committee, Urges Need For Federal Aid

WASHINGTON, D. C.—COPE's first advisory "Facts" sheet is all about that much needed Federal Aid for Education.

In case you have not heard of COPE, it's the recently organized Committee on Political Education of the newly merged A. F. of L.-C.I.O. to, among other things, help elect liberal, forward-looking candidates to public office and bring Mr. Meany about enactment of much needed public laws.

Accenting organized labor's concern over the current educational crisis, COPE's initial "Facts" presents the school problem, tells why Federal Aid for Education is fairest to the majority, and gives a history of the fight for such assistance.



Chicago Credit Union Marks First 25 Years

CHICAGO, Ill.—Twenty-five years of service have been completed by the Union Teachers Credit Union, which, to date, has a membership of 6,229, total assets of \$4,911,993.77, and outstanding loans amounting to \$3,118,942.06.

These facts were proudly revealed by Howard S. Bechtolt, president, at the Silver Anniversary luncheon-meeting recently held here by the Credit Union, largest of its kind in Illinois.

Membership is open to all members of the Chicago Teachers Union, Local 1, School Secretaries Union, Local 224, Chicago Public School Library Assistants Union, Local 1215, and the Chicago Truant Officers Federation, Local 237, as well as to husbands, wives and children of members. Lemuel E. Minnis is treasurer and credit manager.

AFT Leader Heads Penn State Tour

UNIVERSITY PARK, Pa.—Here's another summer study tour for teachers, announced by its seminar leader, Dr. Vaclav E. Mares, associate professor of economics of the Pennsylvania State University, and member of the A. F. of T.'s Penn State Chapter, Local 500.

This will be a study of civilization, social and economic conditions in the Romance countries of France, Spain, Italy, Switzerland and Luxembourg, with optional extension to Great Britain.

Cost is \$995; ocean crossing by chartered planes and European transportation by chartered bus. Three semester hours of graduate or undergraduate credit will be given. Seminar is from July 11 to August 25.

George Meany, A. F. of L.-C.I.O. president, is chairman of the Committee on Political Education. He is quoted in the first issue of "Facts" as follows:

"Labor believes that stinting the schools is the height of false economy. In order to build the necessary new schools and provide higher pay standards for teachers so as to attract more qualified people to this profession, the Federal Government should commit itself to an investment of at least a billion dollars a year for the next five years."

COPE has recently started a financial campaign, asking every member of the A. F. of L.-C.I.O. to make a voluntary contribution of \$1.00 or more, to help elect good candidates.

Lists Main Objectives

COPE was organized, an announcement said, "to fill the need for a continuing and expanding non-partisan program of political education designed to protect and secure the legitimate economic and political aspirations of America's working men and women."

COPE is working to kill so-called "right-to-work" laws, strengthen unemployment compensation, boost minimum wages, get more schools built, guarantee civil rights to all people, aid the sick and disabled, and make the tax load fairer for the working man.

Co-directors are James L. McDevitt, former national director of Labor's League for Political Education, A. F. of L., and Jack

Merit Rating

(From Page 1)

of the American Association of School Administrators and superintendent of Glencoe, Ill., schools, at a recent meeting of the Tri-County (Cook, Lake and DuPage counties) Board of Education. The counties are all in what is known as the Chicago land area.

The position of the American Federation of Teachers regarding merit rating is well known. Every State Federation and Local, however, will do well to re-examine this policy, whether merit rating is being proposed in its jurisdiction, and what the effect of the device would be.

It is no coincidence that in the area around Chicago, there are some of the largest and strongest A. F. of T. Locals in the United States. Anti-Unionists know that the quickest way to break a teachers' union is to get control of the salary machinery in the union's jurisdiction.

Policy, Total Opposition

There can be only one position for A. F. of T. Locals and the union teacher on the question of paying wages on a system of merit rating: *Total opposition to the policy.* The reason for this is not only to save teachers' unions from extinction, but also to maintain the highest professional ethics possible in school administration.

It is agreed that on some questionable matters of school policy, teachers should not take a completely negative position. The question of professional growth of teachers, for instance, is one in which considerable controversy has developed; espe-

Kroll, former national director of the Political Action Committee—C.I.O. Contributions may be sent to headquarters at 1625 Eye St., N.W., Washington 6, D.C.

AFT Group Insurance Plan In Fifth Year

CHICAGO, Ill.—The group income protection plan for members of the American Federation of Teachers underwritten by Continental Casualty company, Chicago, is entering its fifth year.

The insurance covers accident and sickness with hospital and surgery coverage optional. It has been popular among A. F. of T. members since its inception.

Coverage, besides members, includes their eligible dependents—wives and unmarried children, 14 to 19. Special low rates cover weekly indemnity and principal sums, with the premiums varying according to plans and whether the teacher only, or his dependents also are included.

The plan has been approved by the Executive council of the A. F. of T. and is administered by Searcy Graham, Box 467, Evanston, Ill., from whom particulars may be obtained.

cially when professional growth is related to salary increases.

Since we are opposed to professional growth requirements being tied to salary increases, we, as union teachers, need to take a positive position on this question and prepare a program to encourage professional growth which is reasonable and acceptable.

Rating No Protection

But as to merit rating, there can be no quibbling. We are opposed to it because teachers are professional people who are properly certified under requirements set up by law. The only way to protect the superior teacher, or the good teacher from unfair, inadequate, inept or vindictive rating is a salary based on training and experience.

What about the inferior teacher? In the first place, the teacher was certified or could not have been retained. Secondly, the poor teacher need not be retained. Those who employ unqualified teachers have access to legal methods for their release. No tenure law requires the retention of incompetent teachers.

The Local teachers' union which submits to merit rating tightens the noose around its own neck as well as around the necks of those Locals which courageously continue to fight against this anachronistic policy.

Oregon Unions Oppose Scheme

PORLTAND, Ore.—Controversy on "merit" rating has reached the heated stage here, with administrative arguments in favor, thoroughly refuted by teachers, organized labor, and two teacher unions, the Oregon Federation of Teachers and Portland Teachers Union, Local 111.

Los Angeles, 1021, Secures Its Xmas Calendar Early

By Edward A. Irwin*

LOS ANGELES—Teachers of this city have just won a victory over a calendar.

The calendar in question was one drawn up by Supt. of Schools Claude L. Reeves for the school year of 1956-57. Included were 180 teaching days, three of which were to be in the week just before Christmas, thus reducing the traditional two-weeks-with-pay vacation.

Mr. Irwin

The proposed calendar had been published, and made ready for the Board of Education when Reeves changed his mind and recommended that the board approve a 177-day schedule. His recommendation was adopted, thus giving the teachers and students their full vacation.

Union Teachers Lead Fight

Claiming a major share of the credit for the reversal is the Los Angeles Teachers Union, Local 1021, which started last Dec. 1 to alert teachers to the implications of the proposed calendar.

Local 1021 urged the faculties of the city's 500 schools to write letters of protest to the board, and it gathered petitions by the

Vice-President, American Federation of Teachers

Dr. Errett Hummel, assistant to the president of Portland State college, started it. He proposed to solve the teacher shortage by giving extra pay to the "master teacher," and also tossed in the poison that in asking salary increases, teachers were using union techniques to their own detriment.

Response to this came from two sources. The Oregon State Federation of Labor refuted the charge that teachers were harming themselves by using union bargaining techniques. And a letter co-signed by Phyllis Hutchinson, president of Local 111, and Cecile S. Oliver, president of the State Federation, was published in "The Oregonian," a Portland daily.

Mrs. Oliver

At the suggestion of their national office, the local Grange held a panel discussion on the "merit" system, now in the public eye because attempts are being made to revive it.

Moderator for the panel was Arthur Broetje, a past president of Bremerton Teachers Union, Local 336, president of Bremerton Central Labor and vice-president of the Washington Federation of Labor.

Speaking against the "merit" system were Mrs. Margaret M. Carlson, president of Local 336, and C. W. Cotes, president of the Port Orchard Federation of Teachers, Local 807. A non-union teacher and an ex-teacher argued in favor.

Mrs. Carlson and Cotes pointed out that rating teachers had been tried in the 1920s and early 1930s and rejected as unfair and impractical.

dozen to express the teachers' views.

In oral presentation before the superintendent, the A. F. of T. Local not only pointed out that the additional three days was a cut in pay, but that, educationally, they were wasted days.

In 1955, when two school days were added to Christmas week, students were given permission to stay out of school to work, and many others didn't show up.

Half Pupils Missing

With up to half the pupils missing from a classroom, the Los Angeles Teachers Union pointed out, it became nearly impossible to carry on an educational program.

Teacher feeling ran so high that even the non-union teacher associations got into the act, although belatedly.

Turning point in the campaign came when the superintendent scheduled a meeting with representatives of all school organizations. About 75 per cent of the persons present were Teachers Union members, and it was the solid front of opposition, with union leadership, that got the results.

used in colleges and universities.

Whereupon came a forceful reply in "The Oregonian" from Frank L. Roberts, who also teaches at Portland State. Roberts refuted the theories of both Drs. Spalding and Hummel by indicating that quite the contrary was the case.

Classroom Quality Ignored

Merit raises in colleges, he declared, are invariably rewards or responses to competitive bidding, based on prestige earned outside the classroom.

A recent issue of the "News Digest," official publication of Local 111, stressed that union teachers here would continue to oppose attempts to revive merit ratings, as a threat to the security of teachers and to democracy in school administration.

Show No Merit

In Merit Rating

BREMERTON, Wash.—There is little merit in the misnamed merit rating of teachers, the Kitsap County Grange Organization learned from some teacher union authorities on the subject.

At the suggestion of their national office, the local Grange held a panel discussion on the "merit" system, now in the public eye because attempts are being made to revive it.

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Meet Local 224: Principals' Girl Fridays and Teachers' Right Arms

CHICAGO, Ill.—School Secretaries Union of Chicago, Local 224, is proud of two distinctions.

It is the only union of its kind in the nation that is affiliated with the American Federation of Teachers.

And it has started a second quarter-century of activity, after celebrating its Silver Anniversary at a special dinner held here recently to mark the event.

Prominent guests at the anniversary feast included board of education members and administrators, as well as representatives of organized labor. The respect for the Local was clearly evidenced among the various groups present—a respect that has grown throughout the years, ever since local school clerks organized and obtained an A. F. of T. charter back in December, 1930.

How Duties Have Grown

In tracing the history of the Union, its president, Gertrude Dunleavy, revealed that while the work of members was originally limited to simple filing and typing, responsibilities increased until they now handle all secretarial work, records, finances, budgets and inventories.

"Because the aims and ideals of the organization are high—based on a code of ethics formulated soon after receiving the charter," Miss Dunleavy declared, "the school secretaries have elevated their positions until they have become a profession in their own right.

"The challenges of our jobs are many, and daily they are met with eagerness and conquered with a sense of satisfaction that leaves a glow of accomplishment seldom found in ordinary office routine.

"The school clerk, which is the civil service title given us," Miss



Officers of the School Secretaries Union of Chicago, Local 224, only A. F. of T. affiliate of its kind, are pictured here reading the code of ethics which inspires their membership. Seated, from left: Kathryn McDonough, vice-president; Gertrude Dunleavy, president; and Alice Gaggin, recording secretary. Standing, from left: Loretta Stuart, second vice-president; and Mary Jacky, corresponding secretary. The treasurer, Lucille O'Malley, is not in the picture.

Dunleavy explained, "is the first thing transcripts, and advising to meet all visitors coming into the school, and to channel them properly, always keeping in mind that no teacher likes to be disturbed unnecessarily during class."

And what are some of the other duties of her colleagues, as described by the union president?

Sooth Irate Parents

They are kept constantly busy answering phones, interviewing the public, taking charge of enrollees and drop-outs, attending to the needs and problems of teachers and students, soothing distracted or irate parents, and handling school funds and complicated statistical reports. Many times they are the last to leave the building.

The school clerk has an intense interest in every phase of school business as all branches of administration depend on her for help, information and service.

She is the "Univac" of the school building. Into her ears are poured all sorts of directions, information and problems, and through her offices come the solutions so important to the school.

Unlike the usual secretary, the "school clerk" must be willing and able to cope with handling boxes of books or supplies, ringing bells for special schedules, handling money, mopping up bloody noses, doing book-keeping, making up transcripts of credits or evaluating incom-

The Story of Glass Containers

Available in 16-page Booklet

THE Glass Container Manufacturers Institute has issued a 16-page manual for use in grade schools titled *The Story of Glass Containers*. It is planned for correlation with Social Studies, Science, Health and Nutrition curriculum. It provides interesting information about the history and manufacture of glass containers and their contribution to Health, Science, Industry and Home Life.

Teachers are invited to send for a free copy of the booklet to Labor Press Representatives, 1133 Broadway, New York City. If desired, copies for the entire class will be sent free of charge.

Labor and industry in the glass industry are working together to help increase the sales of the products they make. For a number of years the Glass Bottle Blowers Association, A. F. of L.-C.I.O. has carried on a campaign to sell the advantages of glass containers to millions of union members.

The Glass Container Manufacturers Institute has also undertaken a broad consumer campaign. One part of the campaign includes use of the Labor Press to reach union members who read national and local union publications. The GCMI program, together with the promotion which the union will continue, will benefit from the pre-conditioning by the union on behalf of union-made glass containers.

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AFT Leader Charges Teachers Exploited in California

RICHMOND, Calif.—Some teacher exploitation techniques that aren't in the recognized curriculum are allegedly being used by the Long Beach and San Diego school districts.

Henry Clarke, western representative of the American Federation of Teachers, charges that the two districts are saving \$300,000 to \$350,000 annually by recruiting teachers in the midwest, using them for two or three years, and then firing them without reason, before they come under protection of state tenure laws.

In addition, Clarke says, these teachers are encouraged to buy homes, which they must sacrifice when their services are terminated.

Clarke points out that during the state legislature's 1955 session, the California Teachers' Association sponsored legislation

which denied teachers in these areas the protection of "dismissal for cause only" after their first year, claiming that Long Beach and San Diego teachers did not want this protection.

Hibbing, 669 Celebrates Fifteenth Year

HIBBING, Minn.—Fifteen years of progress were celebrated by Hibbing Teachers Federation, Local 669, at an anniversary dinner held here recently, with Miss Wilma Christner, president of the Local, as toastmistress.

Prominent speakers included Carl Megel of Chicago, president of the American Federation of Teachers; Peter Stark, president, Central Labor union of Hibbing; James K. Michie, Hibbing superintendent of schools; Henry Winkels, St. Paul, executive secretary, Minnesota Federation of Teachers; and Miss Mary McGough, veteran educator from St. Paul.

Miss Eunice Geary, former president of the Federation, gave a brief history of the Local, emphasizing the gains made in the last 15 years.

owing a board "hearing," which Judge Juergens ruled did not prove Fagen guilty.

The American Federation of Teachers, the Illinois Federation and Local 1214 were the only teachers' or educational organizations to "stick by" and help defend the accused man.

Back at his job, Fagen told the American Teacher he has no ill feeling against anyone. He added: "I have always tried to do good for my students and the community, and to work for my lesser brothers, as an educator should do."

Fagen is married and he and his wife, Katherine, of whom he spoke glowingly, have a 2-year-old son, Thomas James Fagen II. He has been active in community and civic affairs for many years, and continued the activity through his suspension.

Active in Church, Scouts
He is a member of the E. St. Louis Business and Professional Men's Club, of Mount Zion Baptist Church, Alpha Fraternity and the Masonic Lodge. As a volunteer worker in the Boy Scouts, he received Vigil Honor, highest award of the organization, as well as the Silver Beaver award, for service outside of duty.

Officers of Local 1214 which assisted in Fagen's defense include: Ertha Perryman of E. St. Louis, president; Corinthia Cross of Belleville, secretary, and John Biby of E. Carondalet, treasurer.

not choosing teaching," Dr. Willis said. He added:

"Can we as a nation afford this? In 1938, during a period of stringency, the American people gave 4.2 per cent of their income to the public schools. Now, in a time of plenty, only about 1.5 per cent of the public income goes to education."

Administrator Finds Teaching Career Span Under 10 Years

CHICAGO, Ill.—Teaching is the only profession with an average career span of less than 10 years for a trained worker!

This startling statement came from Dr. Benjamin C. Willis, superintendent of schools, in a recent talk here.

Dr. Willis pointed out that such a situation results from the fact that the manager who is staffing schools must compete with industry and "opportunities in homemaking," and is at

this time losing the battle.

Citing performance scores on tests given to college students to decide which ones would receive military deferments, Dr. Willis said that these scores were grouped by the intended professions of the students, with the result that the group of young people intending to go into teaching stood 14th among the 14 listed professions.

"It would be possible to conclude that the best minds were

Arbitration Added to Pawtucket Contract

AFT Local Wins New 2-Year Pact With Its School Board

By Hope V. Carey*

PAWTUCKET, R. I.—With the inclusion of arbitration procedures in its new two-year contract, the Pawtucket Teachers Alliance, Local 930, feel its agreement with the school administration has finally "come of age."

As in the case of its two predecessors, this contract was obtained through collective bargaining, one of the most important functions of labor unions.

In the past, school committees here had maintained that arbitration agreements could not be granted because they might represent a delegation of authority. In complete reversal of this thinking, the present school committee requested arbitration with an eye to the speedy and efficient settlement of any future grievance.

Progress Slow But Sure

Generally speaking, teachers' unions are making gradual headway in the matter of collective bargaining. If the progress has been comparatively slow, it can be attributed to the reluctance on the part of local school committees and boards of education to recognize teachers as an active force in matters directly connected with the welfare of the teaching profession.

The school board's refusal to accept the teacher in the role of anything but "guiding light" within the confines of the classroom is both regrettable and unrealistic. Rejection of the union representative as bargaining agent for the teachers is usually based on the fear of a lessening of the governing board's authority and control.

This fear is unfounded. In truth, it is a fear of the unknown. In communities where collective bargaining by the teacher unions has been accepted as the regular procedure, these fears have been replaced by a sound basis of understanding

*Vice-president, American Federation of Teachers; charter member and past president, Pawtucket Teachers Alliance, Local 930.

between school authority and teaching personnel.

This has been the case in Pawtucket, where Local 930 has been the recognized bargaining agent for teachers, for many years. The success of their collective bargaining procedure has most recently been heralded with the signing of the new and improved two-year contract between the Pawtucket School Committee and the Teachers' Alliance.

Months of Negotiation

The contract was the culmination of many months of negotiations and meetings between the two groups. In these sessions, the teachers were represented by a committee of nine, working under the title of Negotiating Committee, and representing all segments of the teaching staff.

Although the committee's work was lengthy and painstaking, the value of the effort was proven in the results—the writing of the finest type of contract covering both salary schedules and working conditions. In addition, it provides definite agreements on such important factors as sick leave, transfers, seniority rights, grievance procedure and union activity.

The first agreement between the teachers union and the board was written in December, 1946, shortly after the Pawtucket Teachers' Alliance was formed, and at a time when the salaries and terms of employment were at such a low level as to demand militant action. Titled the "1946 Agreement," this was a five-year contract, simple in form; it included a salary scale, spelled out the details of increment payments, provided for limited sick leave and gave recognition to the Union.

Just prior to its expiration in 1951, a committee of teachers was appointed to meet with school authorities to revise the salary scale upward and to incorporate the new scale and other provisions in a second contract. It was at this time that the Pawtucket teachers were



Negotiating Committee of Pawtucket Teachers Alliance, Local 930, and Pawtucket School committee sign new contract: From left, seated, Dr. Elmer M. Blistein, member, and John M. Doll, chairman, School Committee; Mathew Bozek, chairman, and Mary K. Cullen, assistant chairman, teachers' Alliance negotiating committee, and Joseph C. Pullano, president, Local 930. Standing: Elisabeth A. Beatini, Mario F. Beauregard, Annie R. Buckley, and Peter J. Barry of the School Committee, and Hope V. Carey, Marguerite L. Mulligan and John I. McCabe, of Local 930 negotiating committee.

forced to take a stand on their request for professional wages and recognition, which resulted in a spring work stoppage.

Contract Made With Local

A settlement came with signing of a four-year contract embodying the desired salary revision and several new and more specific provisions pertaining to working conditions. Perhaps the greatest indication of progress in this second contract was the complete recognition accorded the Alliance in the opening statement, which declared that the contract was drawn between the School Committee of the City of Pawtucket and the "Teachers' Alliance, Local 930, American Federation of Teachers, American Federation of Labor."

This definite acceptance of the teachers' union as the bargaining agent later became a matter of legal authority when the terms of the contract relating to a salary question were argued in both the state superior and supreme courts.

During the four-year term of the contract, several grievances were prosecuted under the grievance procedure clause. It was found that the stipulated steps in processing a grievance were cumbersome and lengthy. Both parties to the contract agreed that this clause, as well as others, could be revised to their mutual advantage. In October, 1954—one year before the expiration of the contract—the school and alliance negotiating committees began work on the third contract.

At each negotiating session, a specific agenda was followed. Clause by clause, each part of the 1955 contract was agreed upon and ratified by the teachers with a final ratification of the entire agreement prior to its signing. The final statement of the present grievance procedure leaves no room for argument. "The Arbitration Board shall report its findings in writing to both the School Committee and the Alliance, and the findings shall be final and binding."

Provisions of New Contract

Briefly stated, the agreement provides the following terms of employment governing the teaching personnel:

Its scope applies to all teachers with exception of temporary

and permanent substitutes. Salaries for 1955-56 range in scale from \$3,000 to \$5,400 with \$200 additional for a Masters degree and special allowances for travel. There is an additional schedule covering payment for extra-curricular duties.

Sick leave benefits include 12 days per year cumulative to a maximum of 80 days, which may be used for personal illness, illness in immediate family or death in family. Additional sick leave not to exceed the balance of the school year, or 60 days, is given when the teacher's physical condition warrants such an extension.

In matters of transfers and seniority, teachers will not be transferred across levels—from secondary to elementary or vice-versa—unless with teachers consent. Seniority is determined by date of appointment, in han-

dling applications for transfer and promotions.

In case of any grievance on the part of the Alliance or individual teacher, the aggrieved party must appeal to administrative personnel, in order of jurisdiction and authority up to the superintendent. The superintendent's decision may be appealed to the School Committee, and finally, may be placed before the Board of Arbitration. No strikes or lockouts during the life of the contract are permitted.

The contract also provides for regular monthly meetings between the superintendent and the Union committee, at which working conditions are discussed so that grievances may be avoided. In addition, it is specifically stressed that there shall be no dismissals, demotions or reprisals against any teacher (including supervisory personnel) because of their participation in any union activity.

New Jersey Garbage Truckers Get \$114 Week, Teachers, \$63

SPRINGFIELD, N. J.—School teaching may have its own rewards, but garbage collecting here is more profitable financially.

Garbage truck drivers of the city, all members of the Teamsters Union, under a new contract with the city, are paid \$114 for a 40-hour week (\$5,928 a year), and loaders get \$104 a week which adds up to \$5,408 a year.

But Springfield classroom teachers, with a big investment of time and money to obtain qualifying college degrees, start teaching at an annual salary of \$3,300. This, spread over a 52-week year (since teachers have to eat during "vacations," too), gives them a weekly income of \$63.44.

After a lifetime career of teaching, they can earn a maximum of \$5,500 annually, or \$105.76 per week. With such salary comparisons, small wonder if the rising generation wants to grow up to be anything but educators.

Similar comparisons may be made in other areas of the

country where non-teaching jobs, not requiring an expensive education, pay more than a teacher is likely to get for many years after leaving college.

Public Supports Aid

PRINCETON, N. J.—Federal aid to build more public schools has the majority support of this country's population.

Latest nationwide survey by George Gallup, director, American Institute of Public Opinion, shows that 67 per cent of adults favor the proposal.

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N. Y. Child Guidance Groups Name Guild Bargaining Agent

NEW YORK, N. Y.—By a vote of 116 to 72, psychologists, psychiatrists and social workers in the Child Guidance Bureau of the Department of Education, recently chose the New York Teachers Guild, Local 2, as their bargaining agent in negotiations with the city government.

The balloting was conducted by the Bureau's staff relations committee and is the first of its kind in the history of the city's school system.

In subsequent action taken by the Guild, of which Charles Cohen is president, the psychologists and social workers are included in five groups for which the union is asking salary adjustments because they had been neglected in over-all pay increases of recent years.

A letter to Charles H. Silver,

president of the board of education, written by David Selden, special Guild representative, requested a conference to iron out salary problems for the following:

Social Workers in the Bureau of Child Guidance; substitute social workers and psychologists in the same Bureau; teachers who entered the profession before a Baccalaureate degree was required, but who have since completed more than 30 hours of college work; vocational teachers appointed since 1947; and school clerks.

Increases for these groups would not be true salary raises, but rather adjustments to eliminate present discriminatory and unjust practices. The Guild had previously requested a teacher salary schedule of \$4,500 to \$9,000, with 10 annual steps.

Provisions of New Contract
Briefly stated, the agreement provides the following terms of employment governing the teaching personnel:

Its scope applies to all teachers with exception of temporary